

Dolores Bears



**Dolores School District RE-4A
Evaluation of Superintendent**

(SUMMATIVE)

Name _____

School Year _____

1. General Leadership and Effectiveness

The Superintendent is the leader and CEO of the School District. The CEO is responsible for the “Bottom Line” and this means both student achievement and school finances. Leadership in a School District can be defined as the ability to build leadership capacity in others, to exhibit ethical leadership, to communicate effectively and to ensure that a positive, student-centered climate exists in the district and in the schools. In addition, the superintendent plays both a support and leadership role with the School Board.

Standard	Advanced	Proficient (District Standard)	Partially Proficient	Unsatisfactory
<p>A. Ability to Provide Ethical Leadership and Vision for the District.</p> <p>Effective leaders create a clear Vision and ensure the mission of the School District is carried out. They act with integrity and compassion, and they expect the same of everyone within the organization.</p>	<p>In addition to meeting the District Standards, the superintendent consistently serves as a leader and a model at the state and regional level.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The superintendent consistently demonstrates and models:</p> <ul style="list-style-type: none"> • High expectations for all • Caring for staff, students and parents • A high degree of integrity • Ensuring that the reputation and perception of Dolores School District is positive. • Establishing and maintaining the Vision and Mission of the District. <p style="text-align: right;"><input type="checkbox"/></p>	<p>The superintendent lacks consistency but typically demonstrates and models:</p> <ul style="list-style-type: none"> • High expectations for all • Caring for staff, students and parents • A high degree of integrity • Fair and sound decision making, • Establishing and maintaining the Vision and Mission of the District. <p style="text-align: right;"><input type="checkbox"/></p>	<p>The superintendent lacks a thorough understanding, application or knowledge of ethical leadership. He or she is lacking at least one of the District Expectations in this category.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>B. Building the Leadership Capacity of Others</p> <p>Effective leaders know the value of and are adept at increasing the leadership of others.</p>	<p>In addition to the District Standards, the superintendent is able to increase the leadership capacity of organizations and individuals outside of the district, and this has a positive effect on the district.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The superintendent consistently and effectively seeks out and implements strategies that increase the leadership capacity of others in the district including Board members, principals, directors, parents and the community.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The superintendent may lack consistency and/or effectiveness but still attempts to seek out and implement strategies that increase the leadership capacity of others in the district including board members, principals, directors and parents.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The superintendent does not attempt or is not successful in increasing the leadership capacity of others.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>C. Effective Communication</p> <p>Communication is necessary in every facet of the organization, but the leader must model effective communication and expect it of others.</p>	<p>In addition to meeting the District Standards, the superintendent is considered a model communicator. Communication within and from the District is considered excellent.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Communications are characterized as:</p> <p>Positive, clear, accurate and effective, reaching the right audience at the right time.</p> <p>The superintendent also ensures that the entire organization is focused on communicating effectively.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The superintendent has good basic communication skills, but is lacking one or more of the District Expectations.</p> <p>Communication in general within the District is fairly effective, but needs to be improved.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The superintendent does not have good basic communication skills.</p> <p>Communication in general within the district tends to be unsatisfactory.</p> <p style="text-align: right;"><input type="checkbox"/></p>

		The entire District is aware of and focused on the primary goals.		
<p>D. Creating and Maintaining an Effective Organizational Climate</p> <p>Climate affects the performance and attitude of both students and staff.</p>	<p>In addition to meeting the District Standards, the superintendent creates and maintains a district climate that has a reputation for fairness and quality. Parents and educators tend to think highly of Dolores and it is a place they want their kids to attend or where they would like to work.</p>	<p>The superintendent is adept at creating and maintaining a climate where:</p> <ul style="list-style-type: none"> • All people are respected • Respect is expected of everyone • Input is actively sought on issues as appropriate • Guidelines and boundaries are clear and are followed • Dissenting opinions are listened to and considered • Staff, students and parents know the superintendent cares about them. 	<p>The superintendent works diligently to create and maintain an effective climate within the District, but there are specific areas (as noted) that need to be improved.</p>	<p>The climate within the district tends to be perceived as negative or unsatisfactory.</p>
<p>E. Board Relations, Leadership and Communications</p> <p>The superintendent serves as principal advisor to the Board in all matters having to do with the district, and education in general.</p>	<p>Board relations, leadership and communication are considered exemplary.</p>	<p>The superintendent provides assistance, cooperation and professional expertise to the Board. He/she ensures that Board policies are implemented and enforced. There is a positive, collegial relationship between the superintendent and the Board. The superintendent works hard to increase the efficacy of the board. Board members are kept aware of important issues or concerns in the District. Board meetings and agendas are structured so they focus on the primary objective: Student Achievement.</p>	<p>The superintendent is generally effective with the School Board, but improvement in one or more areas (as noted) is necessary.</p>	<p>In general the superintendent is not effective with the Board (as noted.)</p>
<p>F. Safe and Effective Learning and Working Environment</p> <p>Safety, order and discipline are integral to an effective school system.</p>	<p>The schools are considered a model for others to follow in regards to safety and the learning environment, to the degree possible.</p>	<p>The superintendent ensures that the District is a safe place for everyone. An effective emergency safety plan is in place. There are effective policies in place such as PBS so that the learning environments are optimized for effectiveness.</p>	<p>School safety or learning environments need specific improvement (as noted).</p>	<p>There is a general lack of safety and the learning environment are not a priority.</p>

EVALUATOR COMMENTS or NOTES:

2. INSTRUCTIONAL LEADERSHIP

Instructional leadership is vital to the core mission of the School District: ensuring that all students reach their academic goals. The evaluation of effective Instructional Leadership must in part be based on outcomes and student achievement. The district is consistently focused on instruction, resources, student achievement, having a guaranteed and viable curriculum and using data to ensure that teacher efficacy is maximized.

Standard	Advanced	Proficient (District Standard)	Partially Proficient	Unsatisfactory
<p>A. Monitoring, Coaching and Evaluation of Best Practices</p> <p>In order for staff to be effective, leaders need to be aware of and ensure that all staff use proven research-based practices and that they receive effective feedback on these practices.</p>	<p>All of the evaluation systems in the district are highly effective, research based and there is a constant focus on improvement for every staff member, with regular feedback to all staff on a regular basis.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The superintendent acts as a mentor and evaluator to the other administrators in the district, and has high expectations for their performance. The evaluations he/she completes are thorough and accurate and the focus is on continuous improvement. The superintendent also ensures that all evaluators have the skills and knowledge necessary to complete effective evaluations based upon district systems. He/she monitors the District evaluation instruments to be sure they are used in a consistent, fair and effective manner.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The superintendent completes accurate and thorough evaluations on the other administrators, but there is not sufficient focus on continued improvement.</p> <p>The superintendent ensures there are evaluations systems in place but there is insufficient monitoring of the other evaluators in the district.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The superintendent's evaluations of others are not accurate or thorough. There is a lack of emphasis on improvement.</p> <p>There are no evaluation systems in place throughout the district.</p> <p>Other evaluators in the district have not been sufficiently trained or they are not monitored for effective evaluation practices.</p> <p style="text-align: right;"><input type="checkbox"/></p>

<p>B. Curriculum Alignment and Presence of a Guaranteed and Viable Curriculum</p> <p>Expectations of what students are expected to learn, and evidence of that learning is key to student success in a School System.</p>	<p>In addition to meeting the District Standard, almost all subjects have a tightly aligned curriculum.</p>	<p>The superintendent ensures there is vertical and horizontal alignment of curriculum in all core subject areas. Alignment exists in the written curriculum, the taught curriculum and the assessed curriculum. While these curricula may at times be a work in progress, there is a systematic approach to completing curriculum work within the district.</p>	<p>Curricula in the major subjects are getting closer to alignment. Work is in progress to complete these areas and a plan is in place for completing all curriculum work.</p>	<p>There is a lack of alignment in core curricular areas.</p>
<p>C. Implementation and Monitoring of the Strategic Plan</p> <p>There must be a systematic, measurable evaluation of the goal attainment and success of the Strategic Plan.</p>	<p>In addition to the District Standard, all goals are consistently met or exceeded.</p>	<p>The superintendent ensures there is a viable Strategic Plan and makes it a living and working set of documents:</p> <ul style="list-style-type: none"> • Staff is aware of and focused on the District Goals • Staff has ownership in the plan • The plan drives the major decisions and actions of the District. • Results are constantly monitored and measured and most goals are met or exceeded • The District generally meets or exceeds the state expectations for student achievement • The board and the staff are constantly working on the Strategic Plan. 	<p>While the plan is viable, it may be missing some elements. Most staff may know about the plan, but it does not really drive the decisions and actions of the District, or they may have little ownership.</p> <p>The superintendent may communicate regarding the plan but this communication needs substantial improvement.</p>	<p>The Strategic Plan is not used in a meaningful or productive manner.</p>

EVALUATOR COMMENTS or NOTES:

____Initials

3. MANAGEMENT

In addition to being a leader, the superintendent must ensure that the School District operates in a smooth, productive manner. The superintendent must oversee all non-instructional facets of the organization related to the management of the district: Facilities, Budget, Policies, Resources, the calendar, etc.

Standard	Advanced	Proficient (District Standard)	Partially Proficient	Unsatisfactory
<p>A. The Budget and School Finance</p> <p>The superintendent serves as the expert and is accountable for, along with the business manager, all financial matters in the District.</p>	<p>In addition to meeting the District Standards, the superintendent is considered a model for other superintendents in regards to school finance.</p> <p>The superintendent is adept at finding additional resources and funding sources</p>	<p>The superintendent has an excellent knowledge of school finance. The budget is aligned with school and District Goals.</p> <p>The budget is closely monitored for accuracy, efficiency, legality and alignment to the Strategic Plan and District Goals.</p> <p>The budget process includes the board and community to the degree possible.</p> <p>There is total transparency and integrity in the budget system and the school board is kept well informed at all times of any important budgetary issue.</p> <p>The superintendent is focused on finding additional resources and maximizing the current resources.</p> <p>The superintendent ensures there is a long range outlook to the budget.</p>	<p>The superintendent may lack mastery of every competency related to the District Standard, but in general the district is in good financial shape and expenditures are kept within the budget guidelines.</p>	<p>The superintendent lacks expertise, transparency or integrity in school finance or the District budget. There is a general lack of sound fiscal and financial practices, and the budget is not being effectively used to increase student achievement.</p>

<p>B. Management of District Facilities</p> <p>The superintendent is ultimately responsible to ensure that the facilities are maintained and safe.</p>	<p>The superintendent is considered an expert on all facets of the District facilities.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The superintendent has a high degree of knowledge and management skills for ensuring that all District facilities are well maintained and safe. There is adequate budgetary focus on maintaining and improving the district. There is a long-term plan for maintaining the District facilities, and that plan is implemented to the degree possible.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The superintendent has sufficient knowledge and management skills to ensure that all District facilities are well maintained and safe, but there is room for improvement. Budgetary considerations related to the facilities need improvement. A long-term facilities plan exists, but its implementation needs improvement.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The superintendent lacks sufficient knowledge and management skills to ensure that all District facilities are well maintained and safe.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>C. Adherence to School Law, District Policies and State Regulations</p> <p>Superintendents are responsible to keep the district safe from litigation or penalties.</p>	<p>The superintendent is considered to be an expert in knowledge and application of school law and regulations.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The superintendent has a high degree of knowledge regarding school law, policies and regulations. He/she ensures the district adheres to all laws and regulations to the degree possible. The District remains in good standing with all regulatory agencies.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The superintendent needs to improve his/her knowledge of school law and regulations. There needs to be a better effort made to ensure that all laws and regulations are adhered to.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The superintendent lacks sufficient knowledge of school law and regulations. The district often is out of compliance with laws or regulations.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>D. Decision Making</p> <p>The superintendent is adept at analyzing situations and generally makes sound decisions.</p>	<p>The superintendent is often considered an expert at decision making.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>All decisions are made in the context of what is best for students. The superintendent analyzes situations, involves others as appropriate, and makes appropriate decisions.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Not all decisions are made in the context of what is best for students. The superintendent needs to improve his/her ability to analyze the situation when making decisions.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Decisions lack a focus on students. The superintendent frequently misreads situations and decisions can have a detrimental effect on students or the District.</p> <p style="text-align: right;"><input type="checkbox"/></p>

EVALUATOR COMMENTS or NOTES:

Specific Strengths:

Specific Areas for Improvement or Growth:

SUPERINTENDENT SIGNATURE: _____ DATE _____

BOARD PRESIDENT SIGNATURE: _____ DATE: _____

EVALUATEE COMMENTS:

Adopted: January 1997

Revised: February 2009, November 2022